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ABSTRACT

This book explores the relationship between violence and masculinity within schools. It suggests that violence has been "masculinized" in such a way that boys often perpetrate violence as a means of demonstrating their perception of what counts as a valued form of masculinity. Chapter 1 looks at some of the ways in which violence has become associated with a "normalized" masculinity. Chapter 2 takes up this theme by exploring the notion of violence as masculine and masculinity as violent. Chapter 3 explores curriculum issues with a focus on one of the more common means by which gender and violence issues are tackled in schools. Chapter 4 looks at some key pedagogical concerns in working with boys on masculinity issues. Chapter 5 concludes the book by presenting some key principles that educators need to take into consideration in their development of work on gender and violence issues with boys in schools. This book draws heavily on feminist theory to shed light on underlying politics and values. Arguments are supported by interviews conducted with grade 11 and grade 9 boys and teachers in two Australian high schools that participated in gender and violence programs for students. (Contains 322 references.) (RT)

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